

Hendersonville Elementary

6089 Hendersonville
Walterboro, SC 29488

Grades	PK-5 Elementary School	
Enrollment	483 Students	
Principal	Jessica Williams	843-844-2025
Superintendent	Charles W. Gale Jr.	843-782-4510
Board Chair	P. A. Pournelle	843-549-5715

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Good*
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Average	Good

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

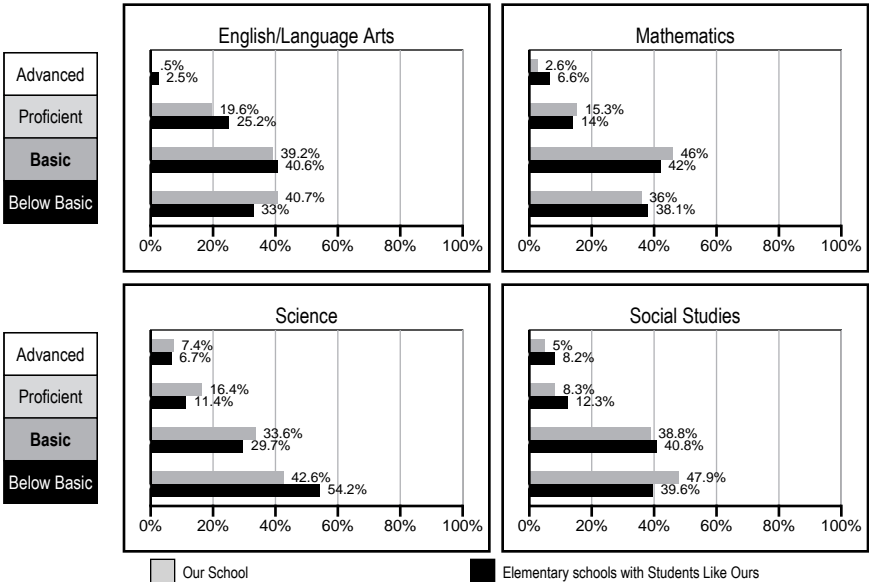
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	7	54	60

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=483)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	7.9%	Up from 3.6%	3.1%	2.3%
Attendance rate	94.6%	Down from 95.1%	96.0%	96.3%
Eligible for gifted and talented	4.2%	Up from 2.2%	2.9%	10.4%
With disabilities other than speech	8.4%	Down from 8.9%	7.7%	7.5%
Older than usual for grade	3.2%	Up from 2.2%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	28.1%	Down from 32.3%	53.8%	56.7%
Continuing contract teachers	65.6%	Up from 58.1%	69.0%	77.3%
Teachers with emergency or provisional certificates	4.2%	Down from 9.5%	0.0%	0.0%
Teachers returning from previous year	73.9%	Down from 74.9%	82.7%	86.4%
Teacher attendance rate	96.6%	Up from 91.2%	95.0%	94.9%
Average teacher salary	\$41,056	Up 4.2%	\$43,838	\$45,345
Professional development days/teacher	18.9 days	Up from 13.0 days	13.9 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 21.8 to 1	16.5 to 1	18.5 to 1
Prime instructional time	88.7%	Up from 81.9%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$5,606	Up 14.2%	\$8,189	\$7,052
Percent of expenditures for instruction*	68.5%	Up from 66.4%	68.5%	69.1%
Percent of expenditures for teacher salaries*	61.0%	Up from 48.6%	60.8%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Hendersonville Elementary School, located in the southern portion of Colleton County, serves approximately 490 students in pre-kindergarten through fifth grade. Students come from a mainly rural setting with 73% African American students and 27% Caucasian students.

This year our focus was on continuing our vision: "Every day, every student will experience success with grade level materials in a safe and supportive environment." This continued focus was under the new principal leadership of Mrs. Jessica F. Williams along with the faculty, staff, parents and community members of Hendersonville.

This year, our school's academic achievement focus was driven by PACT and MAP data analysis. Students received small group differentiated instruction provided by classroom teachers and interventionists on a daily basis. Students in grades 3-5 also received instruction in single gender self-contained classes, which promoted instruction based on student learning styles and enhanced the social environment that promoted academic excellence. We have also increased the use of technology in the classroom through the installation of SMART Boards throughout the building.

This year with the help of our Curriculum Coaches and Facilitators, we were able to give effective feedback to our teachers and students with the use of progress monitoring and increased staff development through Bee Team meetings, (weekly grade level team meetings) which focused on data analysis, curriculum and differentiated instruction in heterogeneously grouped classrooms.

This year, we added (PBIS) Positive Behavior Intervention Systems to our already existing school wide character education/positive student expectation system, Be SHARP (Safe, High Achieving, Attentive, Responsible, and Polite). The faculty and staff were encouraged to participate and attended workshops that enhanced the culture, and promoted positive behavior as well as academic excellence. Under the direction of the Assistant Principal, Sharon Simmons, the school has continued to address the unique talents of our students with leadership abilities through the Jr. Leadership Program and the Student Council.

We are confident that we have made the gains not only in academic excellence, but also in stimulating the social and emotional growth of our youth. We expect that the students of Hendersonville Elementary will meet and exceed this year's projected goals.

Jessica F. Williams, Principal

Pastor Joseph Williams, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	64	36
Percent satisfied with learning environment	95.5%	82.5%	69.4%
Percent satisfied with social and physical environment	95.7%	79.4%	69.4%
Percent satisfied with school-home relations	60.9%	78.1%	80.6%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 11 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Continuing School Improvement
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	24.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.5%	0.0%	No
Student attendance rate	94.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	203	100	41.8	38.7	19.1	0.5	32	33	48.2	No	Yes
Gender											
Male	105	100	48	36	15	1	27	26.9	41.7	N/A	N/A
Female	98	100	35.1	41.5	23.4	0	37.2	38.8	55	N/A	N/A
Racial/Ethnic Group											
White	50	100	33.3	44.4	20	2.2	35.6	45.5	60	No	Yes
African American	152	100	44.6	36.5	18.9	0	31.1	23.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8	47	I/S	I/S
Disability Status											
Disabled	36	100	85.7	8.6	5.7	0	5.7	8.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	187	100	43.8	38.8	17.4	0	30.3	27.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	203	100	37.1	45.4	14.9	2.6	29.4	29.4	45.8	No	Yes
Gender											
Male	105	100	43	38	15	4	28	29.5	45.6	N/A	N/A
Female	98	100	30.9	53.2	14.9	1.1	30.9	29.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	50	100	35.6	40	20	4.4	37.8	42.9	59	No	Yes
African American	152	100	37.8	46.6	13.5	2	27	18.8	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.3	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	46.2	46.2	I/S	I/S
Disability Status											
Disabled	36	100	77.1	20	2.9	0	5.7	9.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	187	100	38.2	44.4	15.7	1.7	28.7	23.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable	N/AV–Not Available	N/C–Not Collected	N/R–Not Reported	I/S–Insufficient Sample
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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	131	100	44	32.8	16	7.2	23.2	25.8	35.7	94.6	94.6
Gender											
Male	63	100	45	33.3	13.3	8.3	21.7	28.2	37.4	94.1	94.1
Female	68	100	43.1	32.3	18.5	6.2	24.6	23.5	33.8	95.3	95.2
Racial/Ethnic Group											
White	35	100	25.8	32.3	25.8	16.1	41.9	41.9	49.2	93.3	93.8
African American	96	100	50	33	12.8	4.3	17	13	17	95.4	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	58	91.1	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.5	24.9	95.5	95.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.3	37.4	83.9	91.2
Disability Status											
Disabled	23	100	77.3	22.7	0	0	0	9.5	14	93.1	93.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	97.3	97
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.3	24.4	95.5	95.8
Socio-Economic Status											
Subsided meals	122	100	45.7	31.9	15.5	6.9	22.4	17.6	21.1	94.6	94.3

Social Studies

All Students	130	100	49.2	37.9	8.1	4.8	12.9	18.6	34	94.6	94.6
Gender											
Male	67	100	50.8	33.3	9.5	6.3	15.9	20.8	36.6	94.1	94.1
Female	63	100	47.5	42.6	6.6	3.3	9.8	16.5	31.3	95.3	95.2
Racial/Ethnic Group											
White	30	100	33.3	51.9	7.4	7.4	14.8	28.3	44.5	93.3	93.8
African American	99	100	54.2	33.3	8.3	4.2	12.5	11.8	19.1	95.4	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.5	58.9	91.1	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	17.2	27.5	95.5	95.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	10.5	32.7	83.9	91.2
Disability Status											
Disabled	22	100	85.7	9.5	4.8	0	4.8	4.2	14.4	93.1	93.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	97.3	97
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.1	27.3	95.5	95.8
Socio-Economic Status											
Subsided meals	120	100	50.9	37.7	7	4.4	11.4	13.3	21	94.6	94.3

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	64	100	31.5	38.9	29.6	0	29.6
	4	93	100	41.9	40.7	17.4	0	17.4
	5	70	95.7	50.8	37.3	8.5	3.4	11.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	64	100	26.7	43.3	28.3	1.7	30
	4	58	100	36.4	40	23.6	0	23.6
	5	81	100	57	34.2	8.9	0	8.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	64	100	37	53.7	9.3	0	9.3
	4	93	100	50	36	8.1	5.8	14
	5	70	95.7	50.8	40.7	6.8	1.7	8.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	64	100	28.3	55	11.7	5	16.7
	4	58	100	27.3	45.5	25.5	1.8	27.3
	5	81	100	50.6	38	10.1	1.3	11.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	32	96.9	77.3	18.2	4.5	0	4.5
	4	93	100	68.2	21.2	7.1	3.5	10.6
	5	39	92.3	70.4	11.1	7.4	11.1	18.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	43.3	36.7	20	0	20
	4	58	100	38.2	38.2	14.5	9.1	23.6
	5	41	100	52.5	22.5	15	10	25
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	34	100	34.5	58.6	6.9	0	6.9
	4	93	100	63.5	27.1	9.4	0	9.4
	5	35	100	60	36.7	0	3.3	3.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	26.7	56.7	10	6.7	16.7
	4	58	100	49.1	38.2	7.3	5.5	12.7
	5	40	100	66.7	23.1	7.7	2.6	10.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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